

Calhoun Falls High

P.O. Box 336
Calhoun Falls, SC 29628

Grades 7-12 Middle School

Enrollment 261 Students

Principal Tommy Hollingsworth 864-447-8014

Superintendent Dr. Ivan Randolph, Ph.D. 864-366-5427

Board Chair Dr. Allen Kolb 864-366-9094

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 3 | 30 | 10 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Below Average | Average | No |
| 2004 | Average | Good | Yes |
| 2005 | Below Average | Unsatisfactory | Yes |
| 2006 | Below Average | Below Average | Yes |

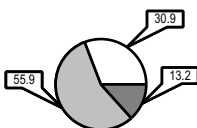
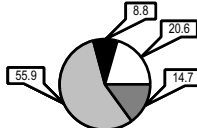
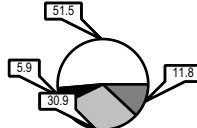
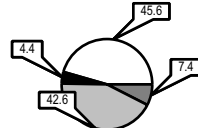
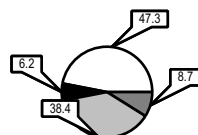
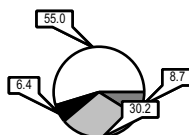
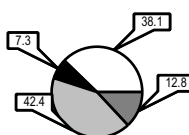
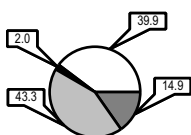
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

END OF COURSE TESTS

Percent of students scoring 70 or above on:

| | Our School | Middle Schools with Students Like Ours |
|--|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 97.7 | 91.8 |
| English 1 | 66.1 | 88.2 |
| Biology 1/Applied Biology 2 | 78.9 | 52.5 |
| Physical Science | 24.0 | 24.4 |
| All Subjects | 63.2 | 89.2 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 77 | 100.0 | 30.9 | 55.9 | 13.2 | 0.0 | 23.5 | | |
| Gender | | | | | | | | | |
| Male | 38 | 100.0 | 44.1 | 52.9 | 2.9 | 0.0 | 11.8 | | |
| Female | 39 | 100.0 | 17.6 | 58.8 | 23.5 | 0.0 | 35.3 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 36 | 100.0 | 20.0 | 66.7 | 13.3 | 0.0 | 26.7 | | |
| African American | 39 | 100.0 | 40.5 | 45.9 | 13.5 | 0.0 | 21.6 | | |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Disability Status | | | | | | | | | |
| Not Disabled | 73 | 100.0 | 26.6 | 59.4 | 14.1 | 0.0 | 25.0 | | |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 77 | 100.0 | 30.9 | 55.9 | 13.2 | 0.0 | 23.5 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Non-Limited English Proficient | 76 | 100.0 | 31.3 | 55.2 | 13.4 | 0.0 | 23.9 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 62 | 100.0 | 35.8 | 54.7 | 9.4 | 0.0 | 18.9 | | |
| Full-pay meals | 15 | 100.0 | 13.3 | 60.0 | 26.7 | 0.0 | 40.0 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|--|--|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 77 | 100.0 | 20.6 | 55.9 | 14.7 | 8.8 | 33.8 | | |
| Gender | | | | | | | | | |
| Male | 38 | 100.0 | 23.5 | 55.9 | 14.7 | 5.9 | 29.4 | | |
| Female | 39 | 100.0 | 17.6 | 55.9 | 14.7 | 11.8 | 38.2 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 36 | 100.0 | 16.7 | 50.0 | 23.3 | 10.0 | 46.7 | | |
| African American | 39 | 100.0 | 24.3 | 62.2 | 5.4 | 8.1 | 21.6 | | |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Disability Status | | | | | | | | | |
| Not Disabled | 73 | 100.0 | 18.8 | 56.3 | 15.6 | 9.4 | 35.9 | | |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 77 | 100.0 | 20.6 | 55.9 | 14.7 | 8.8 | 33.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | | |
| Non-Limited English Proficient | 76 | 100.0 | 20.9 | 56.7 | 13.4 | 9.0 | 32.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 62 | 100.0 | 22.6 | 58.5 | 11.3 | 7.5 | 28.3 | | |
| Full-pay meals | 15 | 100.0 | 13.3 | 46.7 | 26.7 | 13.3 | 53.3 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 77 | 100.0 | 51.5 | 30.9 | 11.8 | 5.9 | 17.6 |
| Gender | | | | | | | |
| Male | 38 | 100.0 | 52.9 | 26.5 | 11.8 | 8.8 | 20.6 |
| Female | 39 | 100.0 | 50.0 | 35.3 | 11.8 | 2.9 | 14.7 |
| Racial/Ethnic Group | | | | | | | |
| White | 36 | 100.0 | 43.3 | 26.7 | 16.7 | 13.3 | 30.0 |
| African American | 39 | 100.0 | 59.5 | 35.1 | 5.4 | 0.0 | 5.4 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 73 | 100.0 | 48.4 | 32.8 | 12.5 | 6.3 | 18.8 |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 77 | 100.0 | 51.5 | 30.9 | 11.8 | 5.9 | 17.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 76 | 100.0 | 52.2 | 31.3 | 10.4 | 6.0 | 16.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 62 | 100.0 | 54.7 | 32.1 | 11.3 | 1.9 | 13.2 |
| Full-pay meals | 15 | 100.0 | 40.0 | 26.7 | 13.3 | 20.0 | 33.3 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 77 | 100.0 | 45.6 | 42.6 | 7.4 | 4.4 | 11.8 |
| Gender | | | | | | | |
| Male | 38 | 100.0 | 55.9 | 38.2 | 2.9 | 2.9 | 5.9 |
| Female | 39 | 100.0 | 35.3 | 47.1 | 11.8 | 5.9 | 17.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 36 | 100.0 | 46.7 | 36.7 | 6.7 | 10.0 | 16.7 |
| African American | 39 | 100.0 | 45.9 | 45.9 | 8.1 | 0.0 | 8.1 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 73 | 100.0 | 42.2 | 45.3 | 7.8 | 4.7 | 12.5 |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 77 | 100.0 | 45.6 | 42.6 | 7.4 | 4.4 | 11.8 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 76 | 100.0 | 46.3 | 41.8 | 7.5 | 4.5 | 11.9 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 62 | 100.0 | 45.3 | 49.1 | 3.8 | 1.9 | 5.7 |
| Full-pay meals | 15 | 100.0 | 46.7 | 20.0 | 20.0 | 13.3 | 33.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 28 | 100.0 | 65.4 | 23.1 | 11.5 | 0.0 | 11.5 |
| | 7 | 43 | 100.0 | 35.0 | 45.0 | 20.0 | 0.0 | 20.0 |
| | 8 | 47 | 100.0 | 33.3 | 54.8 | 9.5 | 2.4 | 11.9 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 30 | 100.0 | 41.7 | 58.3 | 0.0 | 0.0 | 0.0 |
| | 8 | 47 | 100.0 | 25.0 | 54.5 | 20.5 | 0.0 | 20.5 |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 28 | 100.0 | 19.2 | 65.4 | 7.7 | 7.7 | 15.4 |
| | 7 | 43 | 100.0 | 17.5 | 40.0 | 15.0 | 27.5 | 42.5 |
| | 8 | 47 | 100.0 | 23.8 | 57.1 | 16.7 | 2.4 | 19.0 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 30 | 100.0 | 20.8 | 54.2 | 20.8 | 4.2 | 25.0 |
| | 8 | 47 | 100.0 | 20.5 | 56.8 | 11.4 | 11.4 | 22.7 |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 28 | 100.0 | 73.1 | 15.4 | 7.7 | 3.8 | 11.5 |
| | 7 | 43 | 100.0 | 42.5 | 45.0 | 7.5 | 5.0 | 12.5 |
| | 8 | 47 | 100.0 | 54.8 | 35.7 | 7.1 | 2.4 | 9.5 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 30 | 100.0 | 58.3 | 29.2 | 4.2 | 8.3 | 12.5 |
| | 8 | 47 | 100.0 | 47.7 | 31.8 | 15.9 | 4.5 | 20.5 |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | 28 | 100.0 | 42.3 | 42.3 | 11.5 | 3.8 | 15.4 |
| | 7 | 43 | 100.0 | 55.0 | 30.0 | 10.0 | 5.0 | 15.0 |
| | 8 | 47 | 100.0 | 61.9 | 33.3 | 2.4 | 2.4 | 4.8 |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | 30 | 100.0 | 66.7 | 29.2 | 4.2 | 0.0 | 4.2 |
| | 8 | 47 | 100.0 | 34.1 | 50.0 | 9.1 | 6.8 | 15.9 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-------------------|------------------------------|---|-----------------------------|
| Students (n= 261) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 16.7% | Up from 0.0% | 14.1% | 16.7% |
| Retention rate | 5.2% | Down from 5.8% | 3.2% | 2.5% |
| Attendance rate | 96.2% | Down from 96.3% | 95.6% | 96.0% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 3.4% | 3.3% | 0.9% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | Down from 3.4% | 3.2% | 1.0% |
| Eligible for gifted and talented | 0.0% | No change | 12.2% | 15.6% |
| On academic plans | 0.0% | N/AV | 52.4% | 39.9% |
| On academic probation | 0.0% | N/AV | 0.7% | 0.7% |
| With disabilities other than speech | 7.3% | Down from 9.1% | 13.8% | 12.4% |
| Older than usual for grade | 8.4% | Up from 7.4% | 6.8% | 4.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.8% | Down from 2.0% | 0.9% | 0.9% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 24) | | | | |
| Teachers with advanced degrees | 50.0% | Down from 53.6% | 50.8% | 52.4% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 7.2% | N/A | 13.4% | 9.1% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 9.5% | 5.6% |
| Teachers returning from previous year | 82.3% | Down from 87.0% | 82.3% | 84.6% |
| Teacher attendance rate | 96.3% | Down from 96.9% | 94.8% | 94.8% |
| Average teacher salary | \$43,412 | Up 9.8% | \$41,622 | \$42,267 |
| Prof. development days/teacher | 6.8 days | Up from 6.1 days | 11.2 days | 11.9 days |
| School | | | | |
| Principal's years at school | 13.0 | Up from 12.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 18.1 to 1 | Up from 16.1 to 1 | 20.1 to 1 | 21.1 to 1 |
| Prime instructional time | 91.3% | Down from 92.3% | 88.8% | 89.0% |
| Dollars spent per pupil* | \$8,525 | Up 24.7% | \$6,495 | \$6,243 |
| Percent of expenditures for teacher salaries* | 60.5% | Down from 62.0% | 59.1% | 59.8% |
| Percent of expenditures for instruction* | 66.5% | | 65.0% | 65.2% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 98.3% | 97.4% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.6% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year for Calhoun Falls High School was characterized by teachers continuing to strive for student academic improvement.

Community members, parents, students, and staff, working along with the School Improvement Council, refined the School Renewal Plan to include additional goals for student improvement and strategies to meet those goals.

Strategies for improving student achievement included continuation of the after-school program, which is funded by the 21st Century Community Learning Center Grant. Approximately 100 students in grades 7-12 participated in PACT and HSAP enrichment and homework assistance. Financial assistance from the State Department of Education provided resources for professional development programs and two additional teachers specialists. These specialists worked closely with teachers and middle school students to build upon the students' strengths to better prepare them for the transition into the 9-12 curriculum of Calhoun Falls High School.

Teachers and students have worked diligently to continue their Good academic progress on the State Report Card as well as maintaining the "AYP MET" status of the "No Child Left Behind" legislation.

Nelson Gibson, Principal
Gaynelle Robinson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 40 | 48 |
| Percent satisfied with learning environment | 90.0% | 82.5% | 71.4% |
| Percent satisfied with social and physical environment | 93.3% | 85.0% | 55.6% |
| Percent satisfied with school-home relations | 60.0% | 84.6% | 77.3% |

*Only students at the highest middle school grade level at this school and their parents were included.